

2021 Annual Report to The School Community



School Name: Wandong Primary School (1277)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 22 March 2022 at 11:06 AM by Kelly Morrow (Principal)

- This 2021 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 22 March 2022 at 11:15 AM by Dean Carmody (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Wandong Primary School – Our Vision:

“Wandong Primary School ... Making a difference by developing confident, independent and resilient learners who strive for personal excellence.”

Our Mission is to:

- Inspire others to learn
- Provide ongoing feedback
- Build self esteem
- Model integrity

Wandong Primary School is located approximately sixty kilometres north of Melbourne, just off the Hume Highway. It is in a semi-rural township and currently has a school population of 448 students. Enrolments are steadily increasing due to the development of new housing estates and the ease with which families can access employment either within the neighbouring townships or in the outlying areas of Melbourne. Wandong Primary School has a low-medium SFOE (Student Family Occupation Education) band with an index of 0.4100.

Wandong has a well-established leadership team with two Principal Class members (Principal and Assistant Principal), two Learning Specialists (F-2 and 3-6 Teaching and Learning Coaches) and a Leading Teacher (Wellbeing Coordinator). In 2021, Wandong had a 19 class grade structure with three Foundation, six classes of one/two, five classes of three/four and five classes of five/six. The twenty four full time equivalent teaching staff were supported by 15 Integration Support Staff and four administration staff. Every team is capably led by a PLC leader and Co-leader, including our English, Mathematics and Wellbeing Strategic Teams.

The positive and supportive culture of our school is the result of a consistently delivered School Wide Positive Behaviour process that reinforces and teaches students about the expected behaviours in the different school environments. At Wandong PS, we develop positive, safe, supportive learning cultures through a consistent focus on demonstrating our school values of “Pride”, “Kindness” and “Curiosity”.

Our school prides itself on our commitment towards inclusive education and an undertaking to provide differentiated learning programs, which are designed to cater to each individual child’s point of need. Our school philosophy is based on the belief that all students have the ability to achieve their full potential within a culture of collaboration, shared responsibility and high expectations.

Wandong Primary School provides a balanced curriculum encompassing all expectations of the Victorian Curriculum. A strong evidenced-based English and Mathematics program provides the core of a diverse whole school curriculum. Integrated units of inquiry encompass all eight learning areas, with the four capabilities interwoven into this curriculum design at each level of the school. Specialist teaching staff deliver learning in the areas of Visual Arts, STEM (Science, Technology, Engineering and Mathematics), Performing Arts, Physical Education and Auslan.

Early identification and support for students at risk is key in our multi-tiered response approach to intervention. Our RTI process begins with high-quality instruction and universal screening of all children. At Wandong, we understand that some children need more time and practice to learn fundamental Reading and Writing skills and some learners will need interventions at increasing levels of intensity to accelerate their rate of learning, which is closely monitored.

Additional extracurricular activities include a Foundation to Grade Six camping program, school concerts, a swimming program, a sporting schools program and excursions within the local area and beyond.

The school's Out of School Hours Care (OSHC) was managed and regulated by Sutherland Street and provided care from 7:00am until 6:00pm.

Students are encouraged to reach their potential through a stimulating, challenging curriculum and school environment.

Social and cultural acceptance and a community atmosphere has enabled students, staff, council and community to interact creatively and positively. We are proud of the opportunities that our students have at Wandong Primary School.

Framework for Improving Student Outcomes (FISO)

Wandong made steady and lasting improvement in the FISO Improvement Dimensions - 'Excellence in Teaching and Learning' and the 'Positive Climate for Learning' Domains. In 2021, Wandong Primary School worked to create positive and inclusive learning environments for all of students, despite needing to respond to the challenges of continued remote and flexible learning. Our school review was held in 2020 and was a positive springboard in reflecting on the schools achievement and next steps to improve student learning outcomes. 2021 priorities focused on the three core KIS: Learning, catch up and extension, Happy, active and healthy kids, and Connected schools.

Great strides were made in the area of 'Curriculum Planning and Assessment - Learning catch up and extension priority' with strong evidence surrounding staff, family and student reflection and feedback through the periods of Remote and Flexible Learning. Wandong stakeholders managed the consistent pivoting of onsite and remote learning well with our chosen remote learning platform Seesaw and Compass. The onsite learning walks in Writing showed significant improvement in the delivery of the instructional model. The Professional Learning schedule and PLC Inquiry Cycles were adapted well for the different periods of remote and flexible learning with all staff meeting over WebEx with a clear focus on rigorous planning, assessment, moderation and the teaching of evidence based practices. The Essential Learning 'I can statements' were embedded into all curriculum and planning documentation, with all staff differentiating and providing students with individualised goals. Staff were all provided significant professional learning in the use of Compass for Progress Reporting which allowed families to access student achievement information in real time. This ongoing reporting was supported with 'Learning Celebrations' on Seesaw which provided evidence of achievement.

Wandong Primary School delivered on our commitment to the Health and wellbeing KIS - 'Happy, active and healthy kids'. However, some of the associated AIP key improvement strategies were modified to reflect the urgent work required during remote and flexible learning. The schools ability to provide support for our 'At Risk' students was a shared responsibility between classroom teachers, leadership, well-being coordinator and the school chaplain. This information and communication was carefully tracked and shared online with the support of regional personal and local authorities. Our Well-Being Strategic Team continued to lead the strong implementation of School Wide Positive Behaviour (SWPB) across the school, and as students and staff transitioned back and forth from onsite learning, this initiative became vital to our short and long term approach to best support out students.

Achievement

2021 saw the full implementation of all of our Instructional Models (IMs). To support the consistent delivery of the Writing IM, the Leadership Team conducted weekly focused classroom observations, providing feedback to teachers across all year levels of the school. In Reading and Mathematics, Learning Specialists continued to support teachers in implementing the Instructional Models through planning and coaching. Strategic Team Members continued to act as a conduit between their Strategic Teams and their PLC, feeding back relevant information and obtaining feedback where required.

Assessment practices were strengthened across the school in 2021. A well-documented Assessment Schedule was further enhanced as per the regional Assessment Pyramid advice, to ensure the needs of all of our students were being catered for. Further to this, following mid-year research to determine the best assessment practises that align with our philosophies and approaches to the teaching of Reading, some key assessments were added to our schedule from Foundation to Year 6, and appropriate professional learning was provided for all staff.

Regular PLC Inquiry Cycles provided the opportunity for staff to be involved in quality data conversations to share knowledge, successes and problems of practice. Teachers improved their data literacy skills through the analysis of inquiry cycle data including achievement, growth and effect size data.

Planning documents continued to show a high level of differentiation based on our Essential Learning Statements, combined with the analysis of relevant short, mid and long-cycle assessment data. Planning included PLC priority

students to keep inquiry cycle foci at the fore during everyday teaching and learning.

Whole school moderation practices were consolidated for Reading, Writing and Mathematics. Data triangulation continued to be evident across the school with consistency in data sets used. End of year continuums were updated as a part of the handover process for 2022 and for cohort level analysis against the new AIP on Curriculum Design Days. Our three tiered model to intervention at WPS continued to gain strength and momentum in 2021, including adapting TLI for the remote learning space, which allowed it to continue successfully despite a lack of face-to-face teaching due to COVID-19. Weekly TLI meetings focused on using data to make critical decisions around students accessing different tiers of intervention.

The WPS TLI model was published, which included roles, responsibilities and rationales for each of the three tiers, and we were invited to be one of three schools to present their TLI model of practise at the state wide Tutor Learning Initiative Professional Learning for Schools.

Our Kindergarten to Foundation transition program was strengthened in 2021 by The Launchpad preschool program being rolled out to pre-Foundation students enrolled at WPS. The program equipped families with the ability to work towards Foundation level goals, designed to enable them to 'Start Ahead, To Stay Ahead' in the year before school starts. This proactive program allowed us to begin to build strong relationships between the school and families before formal learning has begun.

Looking ahead to 2022, we look forward to the opportunity to further embed the Mathematics IM across the school, without the interruptions resulting from Covid-19. To achieve this, we will leverage the successes that we've had with the introduction and implementation of the Reading and Writing IMs. There will also be a renewed focus on teachers being able to set negotiated learning goals with students, using the Essential Learning statements.

We will also continue to invest in embedding our practices for our staff to engage in effective inquiry cycles, with a focus on Mathematics, to use data to confidently evaluate the impact that our educators are having on student learning.

Engagement

Lastly, 2021 has seen the introduction and implementation of a clearly mapped out staged response to promoting and tracking attendance. This approach (see in uploaded documents) has provided clarity for all staff and underpinned responsibilities in a staged manner to ensure improved attendance levels. Though the data is one again difficult to gage in comparison to a standard school year, given ongoing lockdowns and instances of remote learning, the trajectory of average days absence in a twelve month period demonstrates consistency in absence levels between 2020 and 2021. This trend can be further explained below:

Average absence days (YTD) over a four year period:

2018: 14.9 2019: 16.3 2020: 13.5 2021: 13.7

In 2021, 6% (26 students) are classified as being a critical attendance risk. This is significantly less than 2020, where 9% (42 students) fell into this category.

Our AIP target was to be 10% lower than the states average absence levels. As outlined on the Panorama attendance dashboard – State average of students having 20 or more days of absence was 22%. Wandong Primary schools average for 2021 is 19%, significantly lower than the state average and remarkably lower than the average for 'similar schools' – 27%. Our trend in comparison to like schools and against our own four year data shows a marked improvement.

The key success has been the consistency surrounding stage 3 and stage 4 of the attendance staged response being implemented on an ongoing basis. The pushout of formalised absence letters to families has improved parents/carers capacity and willingness to communicate absences, whether they be single days or for extended periods of times. Ongoing promotion of the importance of attendance through weekly newsletters, social media posts and weekly assemblies has ensured a greater understanding of the need for students to be at school each and every day. The inclusion of attendance within our whole school positive acknowledgement system has been a key contributing factor in empowering students to be at school, on time every day.

Wellbeing

2021 commenced with a key focus on introducing the School Wide Positive Behaviour Support Framework to all staff. Commitment from Principal Class ensured a key focus for our school - with the allocation of a full Curriculum Day Professional Learning for all staff surrounding the effective introduction of this framework. The introduction of SWPBS

in 2021 has included a significant investment in professional learning for all staff, together with practical workshops and guided support in the implementation of Tier # 1 Foundation practices. These steps have included:

- Regular allocation of time within our Meeting Schedule for Professional Learning opportunities for all staff
- Wellbeing Strategic Team leading the implementation across the school
- Formation of a SWPBS action team (a subset of the Wellbeing Strategic Team) to lead the implementation of the framework and model best practice across the school.
- Introduction and support to embed the following SWPBS artefacts across the school setting: Matrix of Expected Behaviours, Behaviour Procedure, Whole School Acknowledgement System, Behaviour Type: Major/Minor Behaviours.
- Implementation of behaviour tracking using Chronicle on Compass Platform.
- Regular data analysis to guide future teaching and learning practices for all students.
- Dedicated hour within the teaching and learning program dedicated to the explicit teaching of desired behaviours and SEW curriculum.
- Learning Walks and feedback opportunities for all staff in this curriculum area.
- Marked improvement in teacher/student relationships.
- Improved capacity to build and maintain relationships with students and their families.
- Personalisation of relative consequences for student behaviour (consequence matches the behaviour).
- Authentic learning opportunities for all students.

The Wellbeing Strategic team has seen great success in auditing and refining all Wellbeing based supports and practices across the school setting. This has seen the development of a 'Tiered Model' of supports' (see uploaded documents) established for Wandong Primary School. The focus in 2021 predominantly was ensuring that Tier # 1 practices were effectively established with fidelity. Underpinning these supports has allowed a clear mapping of the widespread support opportunities that are available for all students in necessary circumstances. These supports are predominantly preventative and focus on early intervention. More specifically - the key features of Tier # 1 Social and Emotional Wellbeing supports established this year include:

- Introduction of the SWPBS framework,
- Implementation of the PROPEL program (Term #1) promoting and building positive classroom culture.
- Key focus on prevention through a comprehensive Social and Emotional Wellbeing teaching and learning program for all students across F-6.
- Effective rollout of the Respectful Relationships Curriculum
- Enhancement of daily lunchtime clubs coordinated by our Education Support team
- Key commitment to inclusive practices that ensure equity for all students across the school

2021 also saw the launch of the Respectful Relationships Curriculum across all classrooms in the school. This curriculum framework was unpacked by the Wellbeing Strategic team in the later part of 2020 and a teaching and learning continuum developed for each cohort. These continuums (see in uploaded documents) have provided guiding practice for all teaching staff across the school. RR is embedded into daily practice and teaching opportunities mandated a minimum of one hour a week. Consistent planning documents were developed, together with a centralised location of all teaching and learning supports (Wellbeing Hub). The Wellbeing Hub has been invaluable in allowing teachers to collaborate and share best practice lesson plans to ensure authentic and targeted learning opportunities for all students. The RR Curriculum does not stand alone and has been incorporated into Social and Emotional Wellbeing lessons. This has allowed for teachers to build upon their knowledge and understand the key links between SWPBS, RR and Social and Emotional Learning. Recognising these links has been the key driver for success (as displayed in our behaviour data analysis). The preventative approach of ensuring targeted teaching opportunities has translated into reduced major behaviours across the school setting and a marked improvement in students ability to build and maintain respectful relationships with both their peers and school staff.

We were successful in our application of becoming a Respectful Relationships lead school, as a result of the work we had done in mapping out the RR curriculum and our clear commitment to ensuring a preventative approach. Unfortunately due to the reoccurrence of lockdowns across the Mitchell Shire and the rest of the state we have been unable to connect onsite with any of our partner lead schools - this will be a key focus for 2022, together will ensuring support for our partner school in the region.

Finance performance and position

Wandong Primary School's net operating resulted in a surplus for the year.

There was also an increase in expenditure on cleaning and enhanced cleaning for most of the year. Wandong Primary School grounds are situated on a slope. The school was able to landscape most of the grounds to stop erosion which was completed during the year.

Equity funding provided increased education support staff, learning support staff and provision to coordinate the schools response to wellbeing and intervention.

The key Financial Commitments, outside the required Operating Reserve, will be targeted to contributing to school based teaching and learning programs, building maintenance, staff professional growth and maintaining a safe learning environment.

The school did not enter into any contracts, agreements or arrangements.

For more detailed information regarding our school please visit our website at
<https://www.wandongps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 442 students were enrolled at this school in 2021, 207 female and 235 male.

2 percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

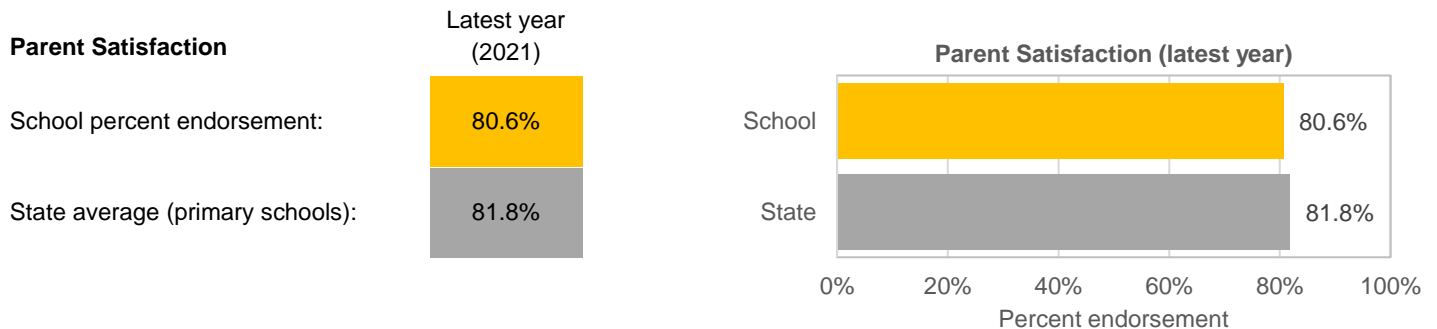
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

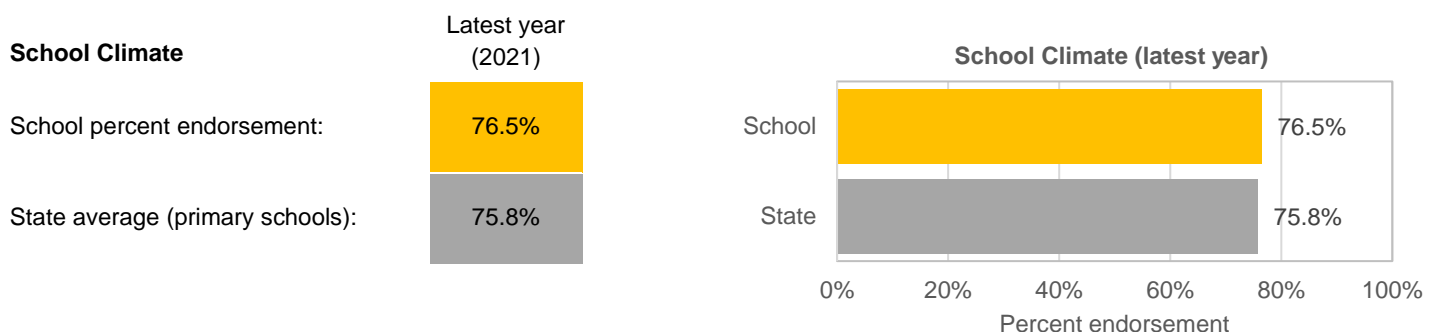


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

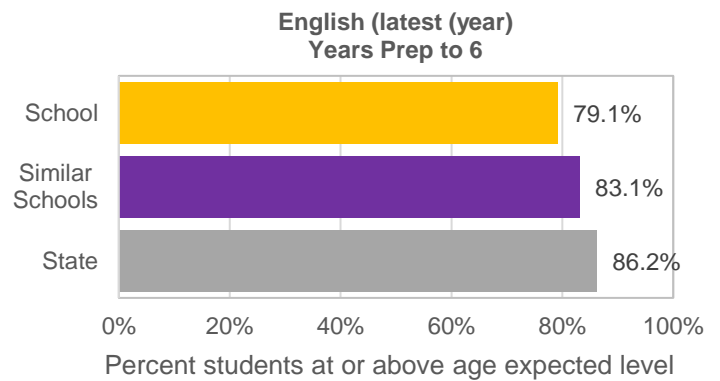
79.1%

Similar Schools average:

83.1%

State average:

86.2%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

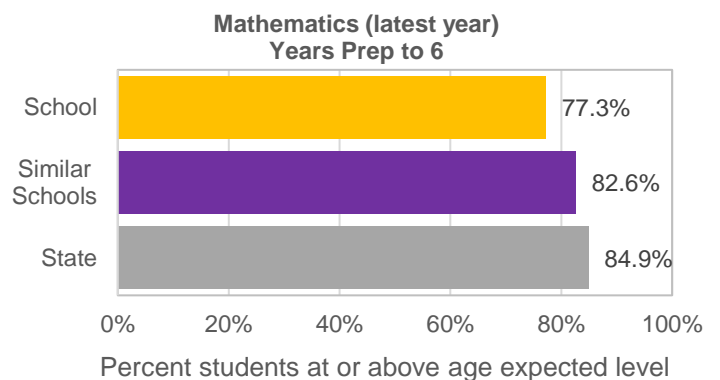
77.3%

Similar Schools average:

82.6%

State average:

84.9%



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

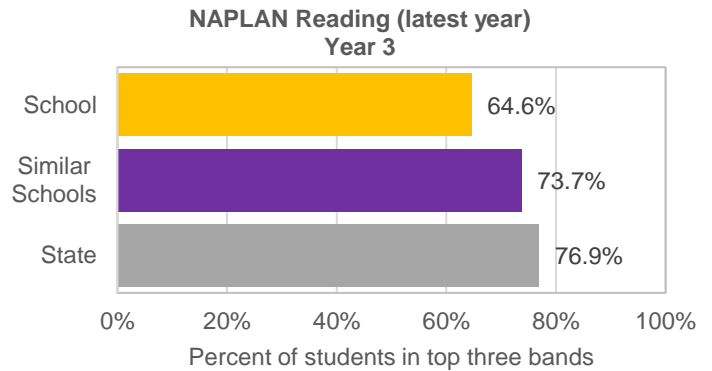
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

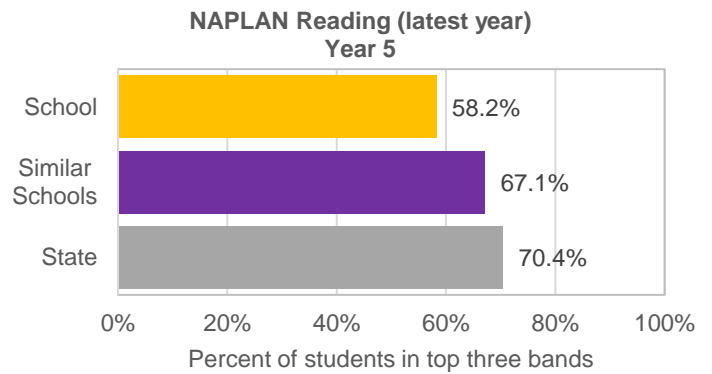
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.6%	68.5%
Similar Schools average:	73.7%	73.1%
State average:	76.9%	76.5%



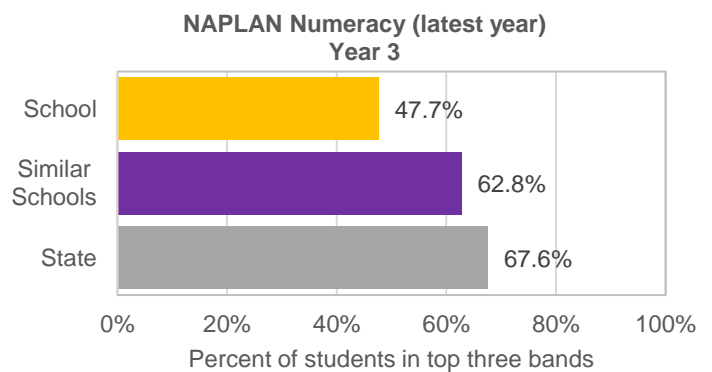
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.2%	54.2%
Similar Schools average:	67.1%	65.2%
State average:	70.4%	67.7%



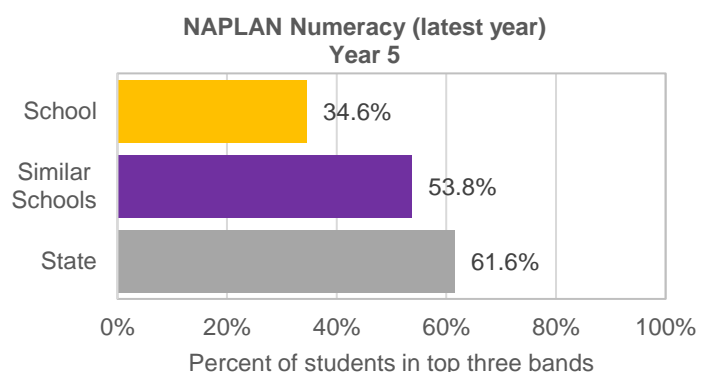
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.7%	57.1%
Similar Schools average:	62.8%	64.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	34.6%	42.1%
Similar Schools average:	53.8%	53.6%
State average:	61.6%	60.0%



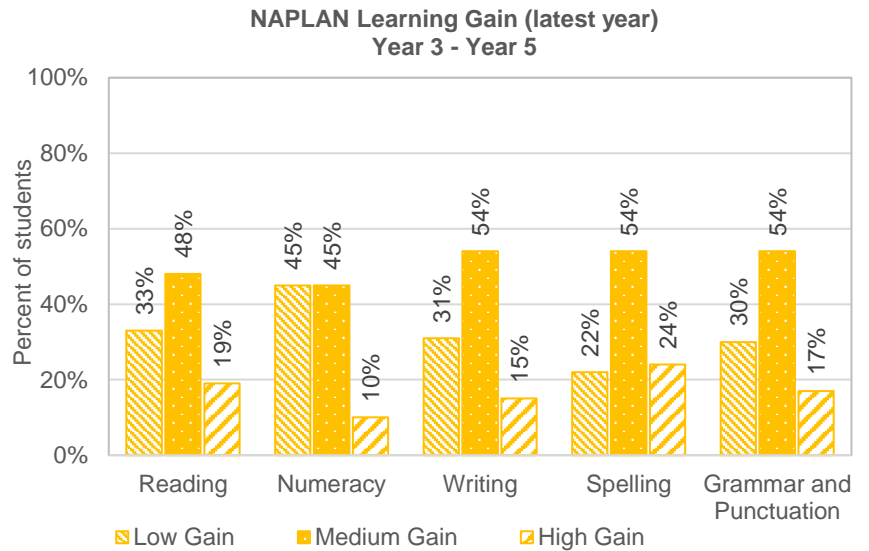
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	48%	19%	20%
Numeracy:	45%	45%	10%	20%
Writing:	31%	54%	15%	18%
Spelling:	22%	54%	24%	18%
Grammar and Punctuation:	30%	54%	17%	20%



ENGAGEMENT

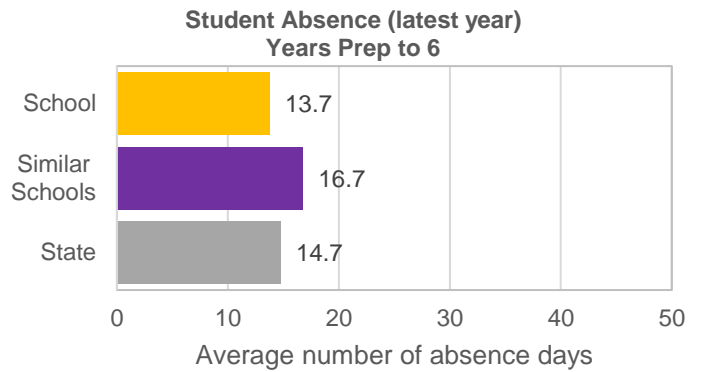
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.7	14.6
Similar Schools average:	16.7	15.8
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	93%	94%	93%	94%	94%	93%	92%

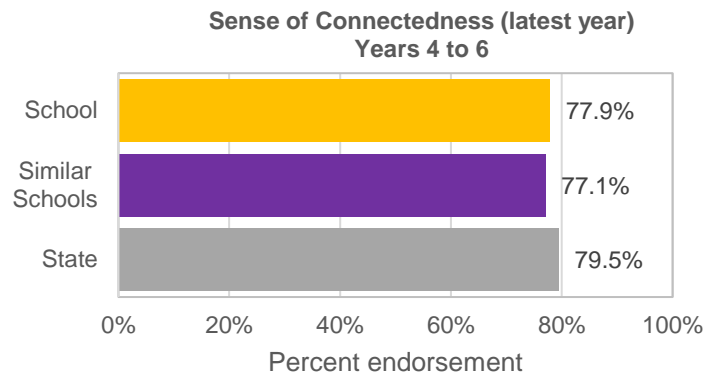
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.9%	76.3%
Similar Schools average:	77.1%	78.8%
State average:	79.5%	80.4%

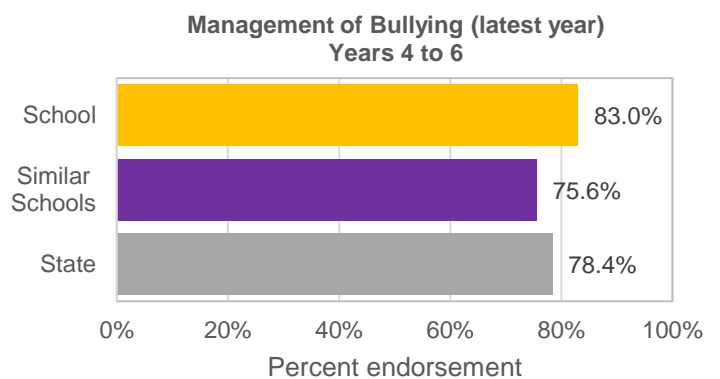


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	83.0%	80.6%
Similar Schools average:	75.6%	78.5%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,081,080
Government Provided DET Grants	\$718,962
Government Grants Commonwealth	\$9,200
Government Grants State	\$0
Revenue Other	\$5,429
Locally Raised Funds	\$272,842
Capital Grants	\$0
Total Operating Revenue	\$5,087,512

Equity ¹	Actual
Equity (Social Disadvantage)	\$149,620
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$149,620

Expenditure	Actual
Student Resource Package ²	\$3,904,251
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$80,754
Communication Costs	\$8,089
Consumables	\$95,973
Miscellaneous Expense ³	\$157,024
Professional Development	\$15,426
Equipment/Maintenance/Hire	\$42,109
Property Services	\$181,601
Salaries & Allowances ⁴	\$156,407
Support Services	\$24,905
Trading & Fundraising	\$39,181
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$37,011
Total Operating Expenditure	\$4,742,732
Net Operating Surplus/-Deficit	\$344,781
Asset Acquisitions	\$0

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$527,589
Official Account	\$26,771
Other Accounts	\$20
Total Funds Available	\$554,379

Financial Commitments	Actual
Operating Reserve	\$129,807
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$150,000
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$185,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$89,572
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$554,379

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.